

FOCUS ON THE FAMILY PRESENTS



CANDID CONVERSATIONS WITH CONNIE, VOL 3

A GIRL'S GUIDE TO ENTERTAINMENT, BODY IMAGE, AND SOCIAL MEDIA

Leader's Guide
by Kathy Buchanan

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Candid Conversations with Connie, Vol. 3
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Introduction

Thanks to the overwhelming presence of pop culture in our digital age, middle and high school girls today face questions and grapple with issues unknown to previous generations. Yet at the deepest heart level, the needs of blossoming young women remain the same. These key questions don't change: Who am I? Will I ever be loved? How do I compare? Am I enough?

Our cultural obsession with celebrity, beauty, image, and perfection add confusion—and sometimes pain—to the complicated task of becoming a balanced young woman in an unbalanced world. Questions of identity and longing to belong run into a barrage of false images and mixed messages. It's vital for a young woman to know how to sort out truth from the lies. But where can she begin?

Making good decisions and choices when it comes to filtering media messages and acting on them are critical skills today. As a leader, you have the opportunity to equip young women with tools to help them make sense of the culture that surrounds us. In *Candid Conversations with Connie*, volume 3, middle and high school students join Connie Kendall as she helps the girls in her Odyssey Bible study group navigate issues involving entertainment, body image and social media.

This guide can help you, the leader of a group of girls, work through the chapters of *Candid Conversations with Connie*, volume 3. Perhaps you also want to help the parents of your group members go deeper with their daughters regarding their choices about entertainment and media.

In this guide you'll find age-appropriate activities to help your group members lean into God's Word and the power of prayer as you apply the 12 lessons covered. Be sure to study the directions a week ahead, so you can prepare in advance. Remember that whatever the lesson plan offers, your greatest resource of all is Jesus Christ. Whatever we face, He loves us and has sacrificed Himself to save us all from the consequences of sin—and to come alongside us, through the Holy Spirit, to be our friend and guide.

As you delve into the topic of media and pop culture's impact on your girls, consider how you can also be a resource to their parents. May you and your group enjoy stimulating discussions and memorable time together as you discover the eternal answers God's Word provides.

Liz Duckworth
Senior Book Producer
Focus on the Family

CHAPTER 1

Chasing a Green-Footed Chipmunk (True Beauty)

Estimated time: 30-40 minutes

Opening Activity

Time allotted: 10-15 minutes

This week's lesson focuses on the meaning of inner beauty and recognizing that within one another and ourselves.

Gather

- White construction papers
- Colored markers

Go!

1. Ahead of time, write each girl's name in large letters at the top of one of the sheets of paper.
2. As the girls enter, have each one select a different colored marker.
3. Arrange the girls in a circle, and give each girl the paper with the name of the girl on her left. Ask the girls to

write down an internal quality or characteristic they find beautiful about the girl named at the top.

4. Before they start, have a short discussion about non-physical beauty. Talk about what it looks like, and encourage them to be specific in the writing exercise. They shouldn't simply write, "you're nice," but something like: "When I was upset about my grandma's death, you encouraged me and hugged me and took my mind off my sadness." Remind the girls about the beautiful characteristics of diligence, honesty, compassion, intelligence, good sportsmanship, and humor.
5. After each one writes on her paper, pass the papers to the right and repeat the exercise, going all the way around the circle. The last person to receive the paper will be the one it belongs to.
6. Set a timer for a minute or two with each turn. This encourages the girls to put thought into writing something meaningful, as opposed to just a few words. When the timer goes off, the papers are passed on. It might help to fold over what was written, so everyone doesn't read what everyone else wrote and then simply write something similar.
7. After your session, each girl can take home her colorful list of how others see her as beautiful. Encourage them to hang their papers in their rooms at home, and read them often.

Discussion Time

Time allotted: 10 minutes

This chapter talks about how tempting it is to judge ourselves based on the world's opinion of beauty. We can sometimes feel inferior to the beautiful women we see in movies or in magazines. But God cares about more than a pretty face. He gave us an inner beauty that outshines anything on the outside. We just need to recognize that. The following questions will help guide your discussion.

1. Who are the actors and singers that you admire? Why do you look up to them?
2. Do you ever feel insecure about how you look when you see celebrities on TV or in magazines?
3. What are some of the amazing gifts and talents that God's given you?
4. What are some ways to remind ourselves about how beautifully God has created us?

Prayer Time

Time allotted: 10 minutes

Lead the girls in prayers of discernment and wisdom, to see beyond the external into their beautiful internal qualities—both in themselves and others. Pray that these gifts will be grown in the girls' lives and used to do good things.



CHAPTER 2

Congratulations! You Made
Dust Today

(Eating Well)

Estimated time: 50-65 minutes

Opening Activity

This session helps girls understand the importance of good nutrition and the gift of our healthy bodies.

Time allotted: 45 minutes

Gather

- Paper plates and plastic forks
- Chicken or beef to marinate and grill
- Kebab skewers
- Vegetables such as baby tomatoes, mushroom, onions, green peppers, broccoli
- Pineapple
- Variety of cut up fruits and berries
- Whipped cream (optional)
- Research and print out brief information on some of our key organs and body parts

Go!

1. Let the girls know ahead of time you'll be making and sharing a meal together. You can assign some of the items for group members to bring with them.
2. Upon arrival, delegate the tasks of cutting up food and putting items on the skewers. The girls can "design" their own skewers based on their preferences. Cook the skewers on the grill. When they're cooked, sit down and eat together.
3. As the girls converse and enjoy the meal, discuss the positive aspects of a healthy meal. Remind them of how each food contributes to their energy and the healthy functioning of their bodies. Mention how enjoyable it is to eat together as a community, and how mealtimes can be a way of connecting with others. Recognize that eating healthy foods can still be tasty.
4. Afterward, set up a buffet of the fruits and berries (and optional whipped cream) and allow girls to make their own parfaits.
5. Kebabs are just one option for this meal. It could also be presented as a "salad bar" with everyone bringing a salad ingredient (olives, avocados, cheese, etc.) and building their own main course salads.

Discussion Time

Time allotted: 10 minutes

This chapter discusses how God made us all unique, and we can appreciate that He designed us exactly as He desired. It also talks about how God made our bodies to need nutrition to work well and emphasizes the importance of eating well. The dangers of eating disorders are discussed as well. Talk through the following questions, either while you are eating together or afterward:

1. How do different foods affect your mood and energy?
2. Do you ever feel guilty when you eat? If yes, why?
3. How do you feel young girls today are pressured to be super skinny?
4. What are some ways we can combat the cultural pressure to be too thin?
5. What are healthy foods we can commit to eating more of?

Prayer Time

Pass out the research you did on our various organs and body parts. Give each girl a body part to read about—liver, kidney, skin, etc. Share the purpose of our vital organs and body parts. Take turns thanking God for the way He made us so intricately, with each girl thanking God for a particular body part and mentioning why it's so important.

Close by thanking God that He made us each as He did, and pray that He would help us value and appreciate the body He gave us.

Optional Activity:

1. The week before the meeting, get three identical potted plants. Label one “underfed,” label the second “well fed,” and label the third “poorly fed.”
2. Bring the plants to your meeting and explain that until the next time you meet, you'll keep all three plants in a sunny indoor area, but you will water them differently. The underfed plant will get very little water—a tablespoon one day during the week. The well-fed plant will be watered daily and even get some plant food. The poorly fed plant will be “watered” with soda. (Make sure you don't use a diet soda; only soda with sugar will best demonstrate the poor effects on a plant.) Compare the underfed plant to someone who has an eating disorder, the well-fed plant to someone who eats healthily, and the poorly fed plant to someone who eats a lot of junk food.
3. As the weeks continue, the girls will quickly notice the difference in how the plants are doing. Use them as visual and regular reminders about the importance of nourishing our bodies so we, too, can be healthy and flourishing like the well-fed plant.

CHAPTER 3

How to Avoid Getting Attacked by a Toaster

(BYOUTiful)

Estimated time: 30-40 minutes

Opening Activity

Time allotted: 20 minutes (or more if you include a trip to the thrift shop).

In this session, girls will have fun with a thrift-shop fashion show while grasping the importance of being individuals, created by God.

Gather

- Old clothes, the stranger the better
- Some upbeat music and a way to play it
- Camera

Go!

1. Have the girls meet you at a thrift shop. Keeping to a modest budget, select some items to wear—the sillier the better.

You can even ask parents ahead of time to contribute dated dresses, hats, purses, sunglasses, even a feather boa. If you don't have time to arrange a thrift shop visit, raid your closets and have the girls bring over-the-top contributions to the meeting.

2. At your meeting place, encourage the girls to dress up as crazily as they want—it's meant to be funny. Let them work in groups to make the most bizarre outfits they can.
3. Create a runway by clearing a 15-foot area, with chairs on each side, emulating a fashion show. Have the girls dress each other up in their funny fashions, being as creative as they want to be.
4. Put on some music and have each girl take a turn walking the runway. A friend can highlight the fashion of each girl with some commentary. Let them have fun with it, and be silly while you play photographer and take pictures of their model poses.
5. At the end of the fashion show, vote on who wins for the best outfit.

Discussion

Time allotted: 10 minutes

This chapter talks about the importance of how each of us looks unique, and that's what makes us all beautiful. It also talks about the ways our personalities can affect how we like to dress and accessorize. It's good for us to be true to those inclinations. Emphasize that it's more important to feel comfortable in your own skin, than to follow the latest fads and trends. Discuss the following questions:

1. What current fashions do you like and not like?
2. In Connie's quiz in this chapter, what result did you end up with? Did you agree with it?
3. What are the clothes you feel most comfortable in?
4. What do you think God thinks of the clothes you wear?

Prayer Time

Time allotted: 10 minutes

Thank God that He gave each girl an individual beauty. No matter what they think of themselves, He believes they are stunning. Ask Him to give them wisdom and discernment in how they dress, that it would always be first to honor God instead of impress others.

Optional Activity: Give each other tasteful makeovers, focusing on accentuating the unique beauty of each girl. The makeup should be subtle, not showy, but enough for the girls to recognize that subtle makeup looks better than "painted on" makeup. Try contacting a cosmetics company distributor (i.e. Mary Kay, Avon, etc.) to help and provide free samples.



CHAPTER 4

Lesson from a Thirty-Four Pound, Pink Rhinoceros

(Careful What You Buy Into)

Estimated time: 30-40 minutes

Opening Activity

Time allotted: 20 minutes

This session deals with the powerful influence of advertising and the importance of recognizing what brings true joy in life.

Gather

- A selection of products from your pantry (box of cereal, pasta sauce, etc.)
- A selection of products from your bathroom or linen closet (shampoo, deodorant, pain medication, etc.)
- Opaque bag
- Video camera

Go!

1. Gather a variety of products from your pantry (a box of cereal, pasta sauce, a jar of applesauce) and from your

linen closet (shampoo, deodorant, pain medication). Put all the products in the bag.

2. Divide the girls into teams of 3 or 4.
3. Have each team draw out one product from the bag.
4. Give each team 10-15 minutes to put together a commercial for their product.
5. Have the girls perform their one-minute commercials in front of everyone. As the judge, you can choose which "commercial" is most persuasive.
6. Afterward, discuss the various methods each group used to persuade the others to buy their product: exaggeration, storytelling, scare tactics, etc. Were they always honest?

Discussion Time

Time allotted: 10 minutes

This chapter talks about how we can be deceived by advertising and become convinced to buy things we really don't need. Instead of letting advertisers try to tell us what will make us happy, we need to recognize that our relationship with God is what will bring us true joy. Talk through the following questions:

1. What makes you decide what products to buy?
2. How do you think God wants us to spend our money?
3. What are some tactics advertisers use to convince you to buy their products?
4. Have you ever bought anything that didn't live up to the expectations set in the advertisement? Tell us about it.

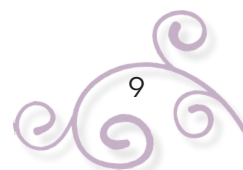
Prayer Time

Time allotted: 10 minutes

Ask God to give each of the girls wisdom in their purchases. Pray that He would give them discernment in all things, and that they would be good stewards of their money.

Optional Activity: Record several commercials ahead of time, specifically targeting ones that try to sell fun, attractiveness, and success more than they're selling the actual product. Watch these commercials together as a group and discuss what the advertisers were trying to do. Help group members identify false promises. Point out any unrealistic oddities, such as, "Why is the woman in the dish soap commercial wearing fancy jewelry while she washes her dishes?"

Discuss ways that we can be wise consumers. What can we do to avoid getting taken in by advertisers and their lies/exaggerations?



CHAPTER 5

Lesson from a Marshmallow

(Waiting for Better)

Estimated time: 30-40 minutes

Opening Activity

Time allotted: 20-25 minutes

This lesson helps group members understand why delayed gratification is necessary and helps them grow in self-discipline.

Gather

- Ingredients for baking chocolate chip cookies

Go!

1. Set out cookie ingredients beforehand.
2. As the girls arrive, let them know you'll be making chocolate chip cookies together. Remind them to not eat the cookie dough, to make sure there will be enough cookies to go around later.

3. Keep your eyes open during the activity—especially when they don't think you're looking. Make note of any girls who sneak some cookie dough, even if they all do.
4. Once the cookies have baked, hand out cookies to only the girls who didn't sample any of the dough. Relate this to the lesson on instant gratification, and how the payoff for self-discipline is better than a small, momentary pleasure.
5. After some discussion, pass out cookies to everyone. But give an extra cookie to each of the girls who waited as a reward.

Discussion Time

Time allotted: 10 minutes

In this chapter, we talk about the importance of delayed gratification. Even though we very much live in an instant gratification kind of world, we can choose to have self-discipline instead. God uses the process of waiting to build our characters. Encourage the girls to discuss these questions:

1. What are things in life that are hard to wait for? What is the benefit in waiting on these things?
2. Depending on the maturity of your group, discuss guy-girl relationships and the importance of waiting to make them more serious or affectionate.
3. What things are worth working hard for at the beginning because of the payoff at the end? (i.e., saving money, studying, practicing for your sport)
4. How does delayed gratification develop character? Have you seen this in your own life?

Prayer Time

Time allotted: 10 minutes

Thank God that He is a God who wants to bless us. He doesn't withhold things from us to be mean. But He does value our character more than our happiness. Ask for His help in waiting for things that are worth waiting for, and working hard for things even when we don't see results right away.

Optional Activity: Watch the TED talk "Angela Lee Duckworth: The Key to Success? Grit" online as a group. This short, 6-minute video explains the importance of perseverance and how it relates to success. Discuss afterward. Consider how group members have 'grit' in their own personal lives.

CHAPTER 6

The Gift of Toothpaste

(Great Attitude=Gratitude)

Estimated time: 30-40 minutes

Opening Activity

Time allotted: 10-15 minutes

This lesson will help girls learn to focus on appreciating the gifts God gives us.

Gather

- Cups of plain, room-temperature water
- A large poster board or butcher sheet of paper
- Colored markers

60!

1. As the girls gather, tell them that you won't be using chairs during this session, but instead you'll be sitting on the floor—preferably a hard floor that's uncarpeted or outside. (Make it as uncomfortable temperature-wise as possible.) If it's warm out, have them all sit in a crowded room or in a muggy garage. If it's cold out, have everyone sit outside or in a dank, chilly basement.
2. Once they circle up, inform them that you'll be starting with a snack. Serve a cup of plain, room-temperature water to each girl. If inside, casually turn off a breaker, so the lights turn off, leaving the girls in the dark.
3. In this place with tepid water, darkness, and discomfort, point out that many people in the world must meet under these conditions. They wouldn't have the benefit of comfortable chairs, heat or air conditioning, yummy snacks, or even electricity. Discuss some of the simple things in life we take for granted.
4. Turn on the lights, and put up a large poster board or butcher sheet of paper. Give each girl a marker and have her write or draw some of the things for which she's grateful. Encourage group members to go beyond "friends, family and food" look for things that are less obvious, such as beauty in nature, educational opportunities, hugs, laughter, and hard times that taught them important lessons.

Discussion Time

Time allotted: 10 minutes

In this chapter we talk about how comparing ourselves with others only makes us unsatisfied with our own lives. Instead we need to appreciate the many gifts that God gives us and not take them for granted. The happiest people are not the ones who have the most stuff, but the ones who most appreciate what they have. Discuss the following:

1. What are things that are difficult to be thankful for?
2. What are things that you often forget to be thankful for?
3. How do you feel when people express gratitude toward you? How do you think God feels when we tell Him, "thank you"?
4. What are some characteristics of God that we can be thankful for? (You can add these to the poster board.)
5. When we are having a rough day, what are some ways we can improve our attitudes?

Prayer Time

Time allotted: 10 minutes

Have each of the girls take turns thanking God for things on the poster board, or things they've just thought of as you were praying. Try it "popcorn style" where the girls "pop in" as they think of something. Group members can add another prayer later as they think of something else they're grateful for.

Optional Activity: Throughout the evening, take a moment to say a personal thank-you to each of the girls in a subtle way. For example, when someone hangs up coats, express your gratitude toward the girl and the character quality she is demonstrating. "Thank you, Elyse, for taking the initiative to hang up coats for everyone. I really appreciate what a helpful person you are." Or, "Thank you, Jessica, for participating so much in the discussion. I love how you always make us think and have such wise thoughts to offer."

At the end of the evening, tell group members that you did this intentionally. And though you meant every word of appreciation you spoke, you also want them to remember how they felt when they were given that praise. Did it cause them to appreciate something more about themselves they hadn't been aware of before? Did it make them want to be more like that in the future? How did it make them feel? Remind them that the gratitude we show others is important too!

CHAPTER 7

Careful with Those Hedge Trimmers!

(Being Smart Online)

Estimated time: 30-40 minutes

Opening Activity

Time allotted: 15 minutes

This session focuses on the dangers of social media when used in ways that are not healthy.

Gather

- Toothbrush
- Can opener
- Spatula
- Hairdryer
- Dog leash
- Hammer
- A box that will hold everything listed above

60!

1. On five separate pieces of paper write down one of each of the following: brush teeth, open can, flip pancake, dry hair, walk dog, hammer nails.
2. Choose five girls and have each pick one thing out of the box. Then have each of the five draw one of the slips of paper without looking. Have them figure out a way to do the task with the tool they've been given.
3. Discuss how each of these tools are useful, but only for the job they're intended for. Sometimes you can make a tool fit your purpose (i.e., using the hair dryer cord to walk your dog), but it's not as useful as the tool that was designed to do it.
4. Compare the tools in the activity with the tools of social media. Talk about how important it is to understand social media tools and use them in ways that are healthy, appropriate, and safe.

Discussion Time

Time allotted: 10 minutes

This chapter discusses the pros and cons of social media. Though it's not realistic to expect teens to never join a social media group, it is possible to teach them how to use the Internet in a healthy way. The Internet can be a helpful tool if we use it well. But it can also be a problematic—and even dangerous—tool if it has more control over us than we have over it. Feel free to discuss your own personal experiences online, and how they've affected you both positively and negatively.

1. How much time on the Internet do you think is a healthy amount? How much time do *you* spend on the Internet?
2. What are some of the positives about social media—the ways it is useful and good?
3. What are some ways social media can be harmful?

Take time to allow the girls to share personal experiences that they've either experienced or heard about. Discuss each scenario, and have the girls brainstorm ways in which each situation could have been handled in a healthier manner.

Prayer Time

Time allotted: 10 minutes

As the girls tell stories about people who've been hurt by social media, take note. During prayer time, have one of the girls pray for the individual in each situation.

Close by asking God to give us wisdom when it comes to our social media choices.

Optional Activity: Play a game like "Balderdash" or "Two Truths and a Lie" (where each person comes up with two true stories that happened to them, and one made-up story to see if the rest of the group can guess which one is false.)

Talk about how people can be really convincing about their lies, and it's sometimes easier to believe lies than the truth. Compare that to lies and exaggerations told online, and discuss how we might make sure a story is credible and true before we believe it.

CHAPTER 8

When You're Just Like a Shaken Can of Coke

(Think Before You Post)

Estimated time: 30-40 minutes

Opening Activity

Time allotted: 10 minutes

This lesson focuses on the idea of standing strong on behalf of our friends and being a person others can trust.

Gather

- Slips of paper with scripture passages on them (see Prayer Time activity)

Go!

1. Ask the girls to form a circle, standing in the same direction. They then need to all sit down in unison on each other's laps, so it becomes a "sitting circle." They must hold this pose while singing *Jesus Loves Me*.
2. Don't feel the need to help them, but rather observe how they work together as a team to accomplish this task without falling down.

3. After group members have achieved the exercise, talk about how important it was that each one did her part. As soon as anybody is “untrustworthy” and fails the person in front of her, the whole circle falls.

Discussion Time

Time allotted: 10 minutes

This chapter helps readers understand how we might sometimes text or post things out of anger. When our emotions over-rule common sense, all we care about is hurting the person who hurt us. This section also emphasizes the importance of being trustworthy with our friends and making a commitment with family members to use our devices wisely. Help group members apply these ideas to their own lives by discussing the following questions:

1. Have you ever responded out of anger toward a friend in a way you regret? What happened?
2. What are healthy ways to deal with our anger and frustration toward others?
3. Do you know of anyone—including yourself—who's been hurt by posts on social media? Spend some time discussing the stories of things they've experienced, or hear about from their friends or older siblings.
4. What kinds of messages encourage people? What kinds tear them down?
5. If you were going to make a family pact about mobile device use, like the Parkers did, what do you think should be included?

Prayer Time

Time allotted: 10 minutes

Give each girl a piece of paper with a Bible verse about how God cares for us. Some to include would be:

- “[Cast] all your anxieties on him, because he cares for you.” (1 Peter 5:7)
- “You keep count of my wanderings; put my tears in your bottle. Are they not in your book?” (Psalm 56:8)
- “Trust in the Lord with all your heart and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths.” (Proverbs 3:5-6)
- “The LORD is my shepherd; I shall not want. He makes me lie down in green pastures. He leads me beside still waters. He restores my soul.” (Psalm 23:1-2)

Give one verse to every girl to read and then pray a prayer thanking God for caring in that way.

Thank God for each girl individually, and thank Him for the way He cares for them, no matter if they're angry or hurt or frustrated. Ask God to give all the girls wisdom in what they post online—whether they're on social media now or in the future. Pray that they would spread life and hope instead of death and destruction.

CHAPTER 9

Aaaack! Look at Me!

(Texting Troubles)

Estimated time: 30-40 minutes

Opening Activity

Time allotted: 10 minutes

This session will help girls deal with issues regarding cell phone use and how to cope with friends who seem to prefer phones over true interaction.

Gather

- Your cell phone

Go!

1. As you're asking the opening questions about how everyone's week was going, keep checking your phone. Laugh at a text someone sent you, and text the person back. Don't give group members any eye contact. Just

nod, mumble and mmm-hmmm in response to their comments.

2. Have a board game set up for the girls to play, but when it's your turn, be too distracted. Get up and leave for several moments at a time.
3. Afterward, ask group members to talk about what they just experienced with your distracted behavior. How did it make them feel: ignored or unimportant?
4. As a group, brainstorm Bible verses that they remember (or can find) about how we should treat others. Talk about how being rude when texting, either by being on the phone during a conversation or by using it to spread negative messages. Discuss how these actions relate to the verses the girls recalled.
5. Vote on a verse to memorize as a group. Together, learn that verse.

Discussion Time

Time allotted: 10 minutes

The following questions should prompt lively discussions about real-life issues and problems related to mobile phones.

1. What do you notice your friends doing with their phones that annoys you?
2. How should you respond if someone is being rude with his or her phone? (For instance, talking to you but continually checking the phone or texting replies.)
3. What are the pros and cons of a cell phone? What might your life be like without your phone?

Prayer Time

Time allotted: 10 minutes

Thank God that we can call upon Him anytime. Ask Him to help us love others well, by paying attention and really listening to them—just like God does with us.

Divide the group into pairs to share prayer requests and pray for each other.

Optional activity: Play the “telephone game” with the group. Start them with a pretty complicated phrase, and see if it can get around the circle without the message being changed.

Talk about how sometimes rumors can be spread through texts and phone calls this way—people will exaggerate, misunderstand, take an opinion as a fact, or blatantly change a story to be unkind.

CHAPTER 10

Chickens on a Keyboard

(Cyberbullying Stinks)

Estimated time: 30-40 minutes

Opening Activity

Time allotted: 10-15 minutes

This lesson helps group members understand truths about cyberbullying and what to do about it.

Gather

- Pieces of paper with embarrassing statements (see below)
- Pen
- Tape
- a bucket or child's sand bucket

60!

1. Put pieces of paper in a bucket with various embarrassing statements written on them. Examples include: "I still suck my thumb at night." "I laughed so hard at lunch today that milk came out my nose and down my shirt." "My boyfriend is cheating on me and everyone knows it but me." "I got caught shoplifting." "I failed my grade and now I need to repeat it." And so on.
2. When the girls arrive, have each draw one of folded cards out of the bucket and tape it on her back without seeing what it says.
3. Instruct the girls to not tell anyone what's written on anyone else's back, but instead just treat each one like she's the person who suffered that embarrassment. For example, for the person who snorted milk out of her nose, one might say, "That was so gross what you did at lunch today. Did you have to go home?" After five minutes, go around in a circle and see if everyone can guess what they were "accused" of.
4. Discuss how this activity mirrors bullying on social media—and what happens when people start spreading rumors about us whether true or not. Talk about how it felt to have other people judging them and talking about them without knowing how to defend themselves.

Discussion Time

Time allotted: 10 minutes

Cyberbullying has become far too common in our culture. This chapter talks about why these bullies act the way they do, how you can break down some of these bullying actions, and what to do if you're the one being bullied.

Lead a discussion based on the following questions:

1. If you were the victim of cyberbullying, what would you do?
2. If you knew someone was cyberbullying a kid at your school, what would you do?
3. Do you know someone who's been cyberbullied? Talk about the experience.

Prayer Time

Time allotted: 10 minutes

Have each of the girls think of someone who's been bullied or picked on—whether in person or online—and then pray for those people. Ask God to help the girls show love to others who have been hurt, even if it's not the most popular thing to do.

Thank Him for being a God who cares for the hurting and bullied.

Optional Activity

Gather

- Large blanket
- Ping pong balls or other small balls
- Permanent marker

Go!

1. Before the girls arrive, start writing “rumors” on the ping pong balls—statements that are mostly silly about people the girls are familiar with (church staff, teachers, etc.)
2. Have the girls each hold up a section of the blanket. Start throwing the rumors on the blanket. Have them gently wave the blanket to keep the balls bouncing around. Gradually, ask certain girls to let go of the blanket. The more girls who drop their section of the blanket, the more “rumor balls” will fall off the blanket.
3. Compare this activity to what happens when hurtful lies spread on social media. The more people get involved, the more active the lies become. They bounce all over the place. But when we choose to not be a part of the bullying, the rumors and lies lose their power and quickly become inactive.

CHAPTER 11

Remote-Controlled Adventures

(Media Choices)

Estimated time: 30-40 minutes

Opening Activity

Time allotted: 10-15 minutes

This lesson helps girls grasp the importance of making wise choices when it comes to media consumption in their lives.

Gather

- Upbeat music that the girls in your group commonly listen to
- Stereo/speakers to play music loudly

60!

1. Take turns asking each girl to sing her favorite worship song. (If any girls are not comfortable singing, they can speak the lyrics.) Ask them to sing, while another song is loudly playing. See how far the girls can get in sharing their songs without stumbling or messing up. Usually, with another song they know playing loudly in the background, it's difficult to continue.
2. After all the girls have had a turn, discuss how hard it is to keep a message in their heads when another message is playing. Relate that idea to watching movies. The noise is like the influence that movies have over us—they're speaking their own truth. And it's difficult for us to speak God's truth to ourselves when other "influences" are playing so loudly in the background.
3. With the loud background music turned off, try the activity again and see how many girls can complete the worship songs they chose.

Discussion Time

Time allotted: 10 minutes

This subject should allow for some lively discussion. Lead the group members with the following questions:

1. What are some of your favorite movies? Why?
2. What are some of the bad influences you've seen in a movie recently?
3. What have been some of the good influences?
4. What are some of the standards you have—or want to have—about the movies you watch?

Prayer Time

Time allotted: 10 minutes

Thank God for giving us music and stories. Movies and music can be really great things—if we use them with discernment. Ask God to give the girls wisdom and conviction when it comes to selecting various media.

Special Note: Preparation for Next Week's Activity

Give each girl a blank one-week calendar, and ask each one to fill in the space as her week progresses. They'll mark when they're in school, asleep, getting ready for the day, socializing, online, watching TV, etc. You may want to send out an email mid-week to remind the girls to keep up their schedules.

Optional Activity: Plan ahead and ask the girls bring some of their favorite music to play for the group. Have them share what they like about it. How does the music make them feel: happy, contemplative, worshipful, energized?

CHAPTER 12

Drowning in Honey

(The Time of Your Life)

Estimated time: 30-40 minutes

Opening Activity

Time allotted: 10 minutes

This session helps group members evaluate the way they spend their time and understand the importance of using their hours and days wisely.

Gather

- One of two pieces of poster board
- Markers

Go!

1. As mentioned in the previous session, at the start of the week give each girl a blank calendar of her week. Girls

should fill in the blanks as the week unfolds. They'll mark when they're in school, asleep, getting ready for the day, socializing, online, watching TV, etc. You may want to send out an email mid-week to remind the girls to keep up their schedules.

2. When the group gathers, chart on a big poster board or whiteboard how the group as a whole used their time that week.
3. Using the chart, ask group members what items on the chart were time-wasters. Add up how much time was wasted that week and multiply it by 52 to calculate how much time they waste each year.
4. Go around the circle and ask each girl what she could do with that extra time each year. Have group members consider goals they'd like to accomplish with that extra time.

Discussion Time

Time allotted: 10 minutes

Talk through the following questions:

1. God tells us to be good stewards of our money and talents. What does He think about our time?
2. What are some of the biggest time-wasters we struggle with?
3. Why do we continue wasting time online or playing games on our phone even when we know we're wasting time? What is the appeal?
4. If you were given an extra hour a day to do something of your choice, what would you do? What keeps you from making time for that activity now?

Prayer Time

Time allotted: 10 minutes

Thank God for the gift of time that He's given everyone. Ask that each one would be a good steward of her time, using her hours wisely and productively. When prayer time ends, encourage group members to use the precious days God has given them for kingdom-building goals and activities.

Optional Activity: As a group, complete the "Your Turn" section of chapter 12. One at a time, talk to each girl about goals she has; as a group come up with some action points to complete each goal. At future meetings, take some time to ask about these goals as a way of holding the girls accountable.